Developing
Reading and Writing Skills

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Language and Identity

Language is the place …where our sense of ourselves, our subjectivity,

is constructed.

Weedon, C. (1997). Feminist Practice and Poststructuralist Theory.

Second Edition. London, Blackwell. p. 21

The Challenge of

Reading Comprehension

English Grammar as a Meaning Making Resource

Jabberwocky

'Twas _____, and the _____ _____

    Did _____ and _____ in the _____;

All _____ were the _____,

    And the _____ _____ _____.

Reading Comprehension

Understanding of lexicon

Knowledge of grammar

knowledge of context

Meaningful context

Classification of text category

Understanding of style

Orthographic Resources

Orthographic resources = Intonation in speech
- Emphasize & convey ideas
  - **Bold Lettering**
  - *Italics*
  - Exclmation!!
  - <u>Underlining</u>
  - Paragraphing and spacing,
  - word & line arrangement

Experiential Opportunities for Language Development

Print & non print materials

A range of genres (fiction, non fiction)

Range of visuals

Manipulatives & graphic organizers

Social interaction

Academic problem-solving

Build on Prior Knowledge
K-W-L Form

I already know	I want to know	I learned that….

(Ogle, D.M. (1986). K-W-L: A teaching model that develops active
reading of expository text. The Reading Teacher, 39 (6), 564-570

Literacy Definitions

Academic language	Language used in school-based texts
Informal interactional language	Language used in social contexts
Orthography	Writing System
Genre	Distinction between different text types (narrative, expository)
Register	Language patterns & lexical choices that determine level of formality or informality
Mode of Communication	Letter or email (formal/informal)

The Language of the Disciplines

Lemke, J. (1990). *Talking science: Language learning and values.* Norwood, NJ: Ablex

The language of science teaching is 'expository' or 'analytical' most of the time … used to express relationships of classification, taxonomy, and logical connection among abstract, or generalized, terms and processes. The language of other subjects, notably literature and history, tends to be more narrative in character….

(p. 158)

Challenges of Language of Academic Texts	Instructional intervention and Scaffolding
De-contextualized - but draws on lexical, grammatical, & genre conventions appropriate to context of discipline	Contextualize - create a shared school context, background & expectations through effective pedagogy: (e.g. hands-on activities, graphic organizers.
Explicit – precise, unambiguous	Provide experience with Content-based - disciplinary-specific texts & lexicon
Complex - elaborate syntax & lexicon	Familiarize students with context of the discipline & its text conventions. Make students aware of structure & word formation strategies (roots, prefixes, & suffixes) unique to texts.
Evolves - changes with new contexts, research, and technological advances	Familiarize students with resources to acquire new knowledge & understanding of new concepts & texts across disciplines.

Genres - Types of Texts

Personal	**Recount** retell a personal experience **Narrative** (story parts: Abstract, Orientation, Complication, Evaluation, Resolution, Coda)
Factual	**Procedure** (e.g. directions, instructions) **Report** – relate a series of facts, organized classification
Analytical	**Account** recount in a sequence what & why something happened **Explanation** interpret a phenomenon **Exposition** thesis supported by arguments generalization, classification,

Common Genres in Science Education

Adapted from: M. Schleppegrell (2004) *Language of Schooling. Mawah, NJ: LEA* (P. 115)

Procedure	**Provide instructions for experimental activities**
Procedural Recount	**Record what has been done in an experiment**
Science Report	**Organize information by setting up taxonomies of classes & subclasses; listing properties**
Science Explanation	**Describe how & why scientific phenomena occur – interaction of factors & processes rather than a sequence of events.**

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